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Tables

Table 1. Comparison of the Four Service Cohorts on Background Attributes and Secondary School Community Service Experience.

	“Late-Starting” Cohorts		“Self-Starting” Cohorts	
	No Service (N=97)	Forced Service Providers (N=104)	Mandated with Prior Service (N=280)	Non- Mandated Volunteers (N=312)
A. Background Attributes				
Male***	56% ^a	28% ^b	20% ^b	26% ^b
Religious Observance: % at least monthly**	13% ^a	9% ^a	19% ^b	21% ^b
Parental Community Service Involvement (0-1, 1= highest involvement)***	.17 ^a (.17)	.14 ^a (.13)	.24 ^b (.18)	.23 ^b (.17)
School Activity level: % responding “heavily”***	15% ^a	18% ^a	39% ^b	41% ^b
B. School Community Service Experience				
School Service Activity score: mean & standard deviation (0-3, 3=year +)***	NA	.67 ^a (.38)	1.11 ^b (.5)	1.1 ^b (.56)
Sustained School Service: % Completing at least a year of service***	NA	38% ^a	68% ^b	66% ^b
School Service Satisfaction score: mean & standard deviation of score (0-1, 1= positive)***	NA	.50 ^a (.22)	.71 ^b (.20)	.71 ^b (.20)
Delayed Service Requirement until final School Year (0-1, 1=Yes)***	NA	38% ^a	18% ^b	NA
Extended Service: % Continuing to Volunteer after completing requirement***	NA	55% ^a	88% ^b	NA

Notes: **= $p < .05$, ***= $p < .01$

1. Results are percentages (for example 28% of ‘forced service providers’ were male) or mean scores, with standard deviations in parentheses. Asterisks indicate whether there are significant differences across the cells within a single row. Differences in superscript indicate significant differences ($p < .05$) across specific row cell entries (for example, for religious observance 13% is significantly different from 19% but not significantly different from 9%). Fisher’s LSD tests used for post hoc comparison of differences between means; chi square tests used for post hoc comparison of differences in percentages.

2. The “No Service” students performed no community service in high school; the “Forced Service Providers” performed service only when compelled to do so by the

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mandatory program; the “Mandated with Prior Service” students performed mandated service, but had volunteered before doing the service; and the “NonMandated Volunteers” volunteered in high school, and had no service requirement to do so.

Table 2. Current Volunteering and Attitude toward Community Helping for the Secondary School Service Cohorts

	“Late-Starting” Cohorts		“Self-Starting” Cohorts	
	No Service (N=97)	Forced Service Providers (N=104)	Mandated but with Prior Service (N=280)	Non- Mandated Volunteers (N=312)
Current Attitude toward Volunteering : (0-4, 4=most positive)***	2.57 ^a (.84)	2.71 ^{ab} (.80)	3.03 ^c (.73)	2.87 ^b (.84)
Current Service Activity Index (0-3, 3=most active)***	.35 ^a (.42)	.32 ^a (.37)	.49 ^b (.38)	.51 ^b (.39)
Duration of Current Service: % volunteering for entire previous***	20% ^a	19% ^a	36% ^b	36% ^b

Note: **= $p < .05$, ***= $p < .01$

1. Asterisks indicate whether there are significant differences across the cells within a single row. Differences in superscript indicate significant differences ($p < .05$) across specific row cell entries. Superscript a is therefore significantly different from superscript b and so on. Fisher's LSD tests used for post hoc comparison of differences between means; chi square tests used for post hoc comparison of differences in percentages. Overall group differences were significant for all three dependent variables ($p < .001$)

2. The “No Service” students performed no community service in secondary school; the “Forced Service Providers” performed service only when compelled to do so by the mandatory program; the “Mandated but with Prior Service” students performed mandated service, but had volunteered before doing the service; and the “Non Mandated Volunteers” volunteered in secondary school, and had no service requirement to do so.

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Table 3. Regression of Current Volunteering and Attitude toward Community Helping on Service Cohorts, Socio-demographic Control Variables, excluding Service Satisfaction and Duration (Model 1) and including Service Satisfaction and Duration (Model 2).

	Model 1				Model 2			
	Regression of Current Volunteer Activity (range 0-3) (N=760)		Regression of Current Attitude Toward Community Helping (range 0-4) (N=760)		Regression of Current Volunteer Activity (range 0-3) (N=696)		Regression of Current Attitude Toward Community Helping (range 0-4) (N=696)	
Independent Variables	b coefficient	SE	b coefficient	SE	B coefficient	SE	b coefficient	SE
(Constant)	.06	.05	2.10 ***	.15	-.07	.06	1.87 ***	.13
Background Attributes								
Female (0-1, 1=female)	.07**	.03	.30***	.06	.05	.03	.22 ***	.07
Religious Observance (0-1, 1= once a week)	.36***	.05	.72***	.10	.29***	.05	.63 ***	.10
Parental Community Involvement (0-1, 1=high)	.47***	.08	.23	.17	.43***	.08	.18	.18
School Activity level (0-1, 1= heavily)	.18**	.04	.18*	.07	.14***	.04	.15	.08
School Type (0,1, 0=public, 1=Catholic/private)	-.03	.03	.07	.07	-.03	.03	.03	.07
Completed civics course (0,1, 1=yes)	-.01	.04	.13	.07	-.01	.04	.11	.08
Service Cohort Membership (base=forced service providers)								
No Service (0-1, 1=no service) ¹	.06	.06	.06	.12	--	--	--	--
Mandated with Prior School Service (0-1, 1= yes) ¹	.08*	.04	.19**	.09	.02	.04	.07	.09
Non-mandated Volunteers (0-1, 1= yes) ¹	.08*	.04	.13	.10	.02	.05	-.02	.11
School Community Service Experience ²								
School Service Satisfaction (0-1, 1=most positive)	--	--	--	--	.35***	.07	.70***	.16
School Sustained Service (0-1, 1=year+)	--	--	--	--	.01	.03	-.01	.07

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Adjusted R ² for Regression Equations	.21***	.15***	.24***	.17***
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Note: Cell entries are unstandardized regression coefficients and standard errors. *=p<.1, **=p<.05, ***=p<.01